

INCREASING STUDENTS' ABILITY IN WRITING A RECOUNT TEXT

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Abstract : The purpose of the study is to know the students' improvement writing personal recount text by using personal experiences in students' journal for the eighth grade students of SMPN 2 Sungai Pinyuh in academic year 2013/2014. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The form of this research is classroom action research. The subject of the study is the Eighth Grade Students of SMPN 2 Sungai Pinyuh in academic year 2013/2014. The technique used for collecting data is written test. In the research the writer also applied field notes. The field notes were used to take notes about teaching learning activities which related to the used of students' journal in writing recount text. Based on the students' mark, there was significant improvement of the students' achievement. In the first cycle the students' mean score was 52.9. At the second cycle the students' mean score was 65.8. And at the third cycle the students' mean score was 78.5. The improvement the students' personal journal was effective to improve the students' ability to develop ideas in recount writing. It was because by using students' personal journal students could write their personal experiences then rewrite the journal into a good form of recount writing.

Keywords : Teaching, Writing, Recount, Students' journal

Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan siswa menulis teks recount dengan menggunakan jurnal siswa yang untuk siswa kelas VIII SMPN 2 Sungai Pinyuh Tahun Pelajaran 2013/2014. Diharapkan agar penelitian ini bermanfaat dalam proses belajar mengajar. Bentuk penelitian yang diterapkan adalah Penelitian Tindakan Kelas pada siswa kelas VIII di SMP N 2 Sungai Pinyuh tahun pelajaran 2013/2014. Tehnik pengumpulan data dengan menggunakan test tertulis. Dalam penelitian ini peneliti juga menggunakan field notes yang digunakan untuk merekan aktivitas belajar mengajar dengan menggunakan jurnal siswa untuk mengarah teks recount. Berdasarkan nilai siswa terdapat peningkatan dimana pada siklus pertama rata-rata kelas adalah 52.9, pada siklus kedua 65.8 dan pada siklus ketiga 78.5. Peningkatan ini menunjukkan bahwa jurnal siswa dapat digunakan untuk meningkatkan kemampuan siswa dalam menulis teks recount.

Keywords : Mengajar, Menulis, Teks recount, Jurnal siswa

One language skill in English learning at school is writing skill, in that the students learn to write text in narrative, descriptive or in recount text. According to Oshima and Hogue (1999: 2) writing is never a one-step action; it is a process that has several steps. The writing process has steps or procedures which must be carried out by the learners.

In other word, writing has more than one step. In writing the students must follow some process to create a good writing. These processes can help them to write based on the ideas flow. Grenville (2001: 11) explains steps in writing process. The steps are getting ideas, choosing ideas, outlining, drafting, revising and editing. Each of step is discussed in the following paragraph.

Getting ideas means how the students can get the idea to write something. Ideas come from a lot of places, but the one place they never, ever come from is a sheet of blank paper. It means that getting ideas is the first step in writing process. This allows the writers to brainstorm whatever ideas they have in their mind. All the ideas will complete each other. In getting the idea for writing there are some ways can be applied, they are making a list, making a clustering diagram, researching or independent investigation, and free-writing. In making a list (brainstorming) is the best way to get started with writing. One doesn't have to write a list, but think quickly and write anything that comes to mind. Making a cluster diagram is a kind of list, but it develops idea into little clusters of like-minded ideas. This will be very helpful for start writing. Researching or independent investigation means finding some information to use in writing. The obvious place to do research is in books, but one can also do it on the Net, from videos and by gathering own information first-hand (doing interviews, conducting experiments, etc). And the last is free writing. Free writing (or 'speedwriting' or 'free-associating') mean to write anything without any rules in writing. It is a good way to let the unconscious give ones ideas because it lets one access the memory, experiences and knowledge.

In choosing ideas the focus on looking for idea and assess the idea into the topic. In this step the writer chose the potential idea that can be developed into sentences. The next is outlining. An outline is a list of all the ideas that are going to be in developed into sentences. In order to make an outline, one needs to know basically she or he is going to say or what the theme is. Then the next step is drafting. Drafting is moment to start writing. This allows ones to put down ideas on a little piece of writing once they have finished working with getting ideas, choosing ideas, and outlining. The writer has to consider some important aspects when drafting, such as; great opening sentence, writing style (both formal and informal), choice of words, voice, and sentence structure. Revising literally means 're-seeing'. It is about fixing the bigger, structural problems and, if necessary, 're-seeing' the whole shape of the sentences. Revising does not mean fixing problems such as grammar and spelling. That is what is called 'editing'. And the last step is editing. Basically 'editing' means making the sentences flow in a clear, easy-to-read way. It also means bringing thee piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate sentences or

paragraphing. Based on the theory above the writer concluded that in writing, someone can not make it directly into sentence. He or she must prepare the draft about what he or she will write, the draft is about the topic and supporting ideas related to the writing topic.

Text is any stretch of language which is held together cohesively through meaning. There is some types of genres include in English for a Better Life Textbook: (narrative, procedure, spoof/recount, report and news item texts). Hudgson said that "Recount text tells about something happened in the past." It can happen to the writer or someone else. The purpose of recount text is to retell an event or events. In writing personal recount text, the writer's personal experience such as time he or she took a family vacation and the things that happened to his/her and his/her family. Another time the writer may write about something that happened to him or her at school. The writer has experienced so many things that he/she can write about any event that has happened to him/her. Thus, the students' personal experience is the source idea for students to write personal recount text.

In this research, the writer will use the students' personal experience as the teaching strategy to develop the recount writing ideas. It means that by using the students' personal experience, the students need not to think about other things outside them as the idea in writing a recount text. They can explore the ideas of writing by using their own experience. In writing personal recount text, the writer's personal experience can be used as the source of idea in writing the text.

In www.studyzone.or, the personal experience is stated as event someone has actually done or something that has happened to someone. Meanwhile Sheri Cyprus (2003:1) stated that "Personal experience expresses and explores someone personal feeling on his or her life experience." It means that the personal experience relate to the students' personal life. The experience can be about their feeling or something happen in their daily life. By having this experience, students have their personal idea to be developed. They do not need to imagine about something happened beyond their personal life.

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Journal writing has been long in education. The students are given opportunities to write about their experiences such as activities with their family on the weekend, a trip to another city, or a visit to the zoo in the journal. Based on Tao le (2006:1) "The main aim of journal writing is to promote literacy development." Students learn reading by reading and they learn writing by writing. Journal writing can be used as the first step for students to present their experiences in written words. It is hard for them to write about things which have nothing to do with their experience. Recently the interest in journal writing in education has been rekindled. Its role in learning has been the interest of educators for a long time. In this research the writer applied event-oriented journal based on

students' personal experience. In event-oriented journal the students can write their personal experience freely. The ideas in journal finally will be developed as the idea for students to write a personal recount text.

The writer applied personal journal writing as follows:

- a. Teacher gives the examples of recount text in personal journal form. After that, teacher explains about the characteristics and structure of recount text to the students.
- b. Teacher explains the unfamiliar vocabulary and tenses used in recount text writing that is past tense; including simple past tense, past perfect tense and past continuous tense.
- c. Teacher explains the students' guide (WH Questions; What, When, Where, Who, and Which) to make the students easy to write a recount text.
- d. Teacher asks students to write a personal journal every week and they can write the personal journal one a week at their home. The journal has to write in different topic and submit it every week.
- e. Then teacher asks students to write one journal and in treatment, teacher asks students to write the personal journal for 3 times; at least 2 weeks. Then teacher correct students' mistake in their journal every time they collect it. The correction is about content, vocabulary, grammar, spelling, punctuation and capitalization.

Writing Personal Journal helps students to write a recount text. Motivation to write, any kinds of writing, does not emerge independently, because students sometimes have no idea to write about. Teacher is expected to make writing becomes a fun activity that will make the students easier to write and interested in writing, especially in writing a recount text. Most of the students face difficulties in writing recount text. It is because several factors such as students have limited vocabulary when they write their experiences; the journal can helps them to remember the simple vocabulary based on their daily life, so they can uses simple noun, adjectives and verbs based on their daily activity. Jill (1996) says that personal journal is primarily for recording daily events, thoughts, and reflections. In writing recount text, the students have limited structures; they still confuse to choose the suitable tense or what the tense is used in recount. The journal also can help students to remember the past verb used whether it is in regular or irregular and make them focus on the past tense not other tense because most of the content of the events in personal journal is about the last personal experiences or past activity. When they make one errors in writing recount text at the first time, the teacher can do the correction for their assignment and they will remember it so they do in personal journal continuously. Cox (1999: 324) state that student can write personal journal writing every day. All they need to get started is a notebook and support from the teacher.

The personal journal writing is enjoyable and fun activity, but writing recount text is not easy for students to do. Cox (1999: 324) state that personal journal is one of place for students to write their activity every day, both during a regular journal-writing period and throughout the day. In personal journal, they can write their personal experience. By encouraging students to write personal experience, they will be accustomed to write recount text and feel the enjoyment

of pouring out their experience through writing. When they make one mistake in writing recount text at the first time, they can get the corrections from teacher on their personal journal and they will remember it as they do personal journal continuously. So, they can develop their ideas, questions and thought in personal journal and expected to be able to write their experiences in form of recount text.

The teacher will make the activity of writing becomes enjoyable and motivated. Through personal journal can help the students to write freely their ideas. When students are going to write about him or herself, what he or she has ever experienced, or something about his or her intention, he or she will not find difficulties to explore ideas. He or she is only required to recall his or her memory. Personal journal writing can help to increase memory, when she or he constantly remind herself or himself of what occurred during the day, she or he increase her or his attention to the details of her or his life and the events that occur within it. She or he uses her or his mind and they more pay attention to the events that occurs, the easier it is to remember them.

METHOD

In this research the writer conducted action research. Watts (1985 :118) quoted from Eileen Ferrance said that action research is a process in which participant examine their educational practice systematically and carefully, using the techniques of research. Hopkins (1985:32) and Ebbut (1985:156) suggest that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice.

Moreover Cohen and Manion (1994;186) define action research as a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention. Kemmis and McTaggart (1992:10) argue that doing the action research means planning, acting, observing and steering decision-making and practice. Action research works if the changing individual equally with culture of the groups, institution and society where they come from. For example by applying steps in cycles of action research teacher can analyze the weaknesses of teaching learning process and the students' learning achievement. By having the result of the analysis teacher can use the appropriate teaching technique and can focus to the weaknesses. The improvement can be happened in each cycle. The subject of this research is class 8A students of SMPN 2 Sungai Pinyuh in academic year 2013/2014. The teacher will use class 8A with 31 students as the sample.

The tool of data collecting are as follows:

- Writing tasks
The teacher asked the students to write the recout text based on students' journal. The result of each cycle was compared to investigate the students' achievement during their writing practice.
- Observation check list table
Observation check list table is used to record the important events that appear during teaching learning process when the treatment is applied.

In analyzing the data the writer will use the scoring profile.

Table 1
The Scoring Rubric

The items to be evaluated	Score	Description
1. Content		
a. Orientation	10-9	<ul style="list-style-type: none"> - Show the complete parts of orientation that are; the people involved, the time, the places and the situation which make the readers understand and interest to read the story. - Well focused idea based on the topic of an activity.
	8-7	<ul style="list-style-type: none"> - Does not show one part of the orientation, e.g. there is no place, therefore the reader has not received the complete information from the story. - The writer focuses idea based on the topic of an activity
	6-5	<ul style="list-style-type: none"> - Does not show two parts of the orientation, therefore the readers get confused the story given. - The writer focuses idea based on the topic of an activity.
	4-3	<ul style="list-style-type: none"> - Does not show three parts of the orientation, therefore the story is hard to understand for the readers. - The writer not focuses idea based on the topic of an activity.
	2-0	<ul style="list-style-type: none"> - Directly explains the events without orientation. - The writer not focuses idea based on the topic of an activity.
	10-9	<ul style="list-style-type: none"> - States more than two events in a logical order and has unity in each event that makes the story flow in coherence.
b. Events	8-7	<ul style="list-style-type: none"> - States two events in a logical order and has unity in each event that makes the story flow in coherence.
	6-5	<ul style="list-style-type: none"> - Stated two events but has no unity in each events that disturb the coherence of story
	4-3	<ul style="list-style-type: none"> - Stated only one event and the story has unity so the story is easy to understand
	2-0	<ul style="list-style-type: none"> - Stated only one event and the story has no unity so the story is not easy to understand
c. Reorientation	10-9	<ul style="list-style-type: none"> - Show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story. - The idea of personal opinions about the topic or event is clear
	8-7	<ul style="list-style-type: none"> - Does not show one part of reorientation, but the reader still get the idea of story - The idea of personal opinions about the topic or event is unclear
	6-5	<ul style="list-style-type: none"> - Does not show two parts of reorientation but the reader still get the idea of story

- The idea of personal opinions about the topic or event is unclear
- 4-3
 - End the story with short comment but the reader still get the idea of story
 - The idea of personal opinions about the topic or event is unclear
- 2-0
 - End the story without any comments, signals or summary, so the reader do not realize that story finish
 - The idea of personal opinions about the topic or event is unclear

2. Vocabulary	25-24	The paragraph shows that the usage of words such as noun, action verbs, conjunction and adjectives is used appropriately.
	23-22	1-3 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph but the meaning is not obscured.
	21-20	4-6 errors of words form such as noun, action verb, conjunction and adjectives show in the paragraph and the meaning is not obscured.
	19-18	7-9 errors of words form such as noun, action verb, conjunction and adjectives shows in the paragraph and the meaning is not obscured.
	17-0	More than 9 errors of word form, so the paragraph does not show that the writer understands the usage of words such as noun action verb, conjunction and
3. Grammar	20-19	The paragraph contains complete sentences and correct in form of past tense.
	18-17	Mostly complete sentences. There are 1-3 errors in form of past tense.
	16-15	There are 4-6 errors in form of past tense.
	14-13	There are 7-9 errors in form of past tense.
	12-0	More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense
4. Spelling	15-14	The words are correct in writing, so the writer is good in spelling.
	13-12	Makes 1-3 errors in spelling in the story
	11-10	Makes 4-6 errors in spelling in the story
	9-8	Makes 7-9 errors in spelling in the story
	7-0	Makes more that 9 errors in spelling in the story
5. Punctuation	10-9	The paragraph shows that there are no mistakes in using period and comma and capitalization, so the paragraph is exceptionally easy to

8-7	read
6-5	The paragraph shows that 1 or 2 mistake in using period and comma and capitalization, but the paragraph is still easy to read.
4-3	The paragraph shows that 3 to 5 mistake in using period and comma and capitalization.
2-0	The paragraph shows that 5 to 7 mistake in using period and comma and capitalization.
	The paragraph shows more than 7 mistakes in using period and comma and capitalization, the writer does not master the usage of punctuation and capitalization.

Adapted from: ([http://www.e-dukasi.net/scoring_rubric/Harrison - Writing Rubrics.htm](http://www.e-dukasi.net/scoring_rubric/Harrison_-_Writing_Rubrics.htm))

Table 2

The items to be evaluated	Score
a. Content Orientation Events Reorientation	30
b. Vocabulary	25
c. Grammar	20
d. Spelling	15
e. Punctuation and Capitalization	10
Total score	: 100

In analyzing the data first of all, the will compute the individual students' score based on the scoring table, and then will compute the students' mean score based on the following formula.

$$M = \frac{\sum X}{N}$$

where:

- \bar{X} = the mean score of the entire participants (students)
 $\sum X$ = the sum of the individual students' score
 N = the sample size (the number of participants)

In making the students' mean score qualification the writer did it based on Heaton (1988:96). Heaton stated that if the mean score is between 0-49 the qualification is poor with category D. If the mean score is between 50-59 the qualification is poor to average with category C . If the mean score is between 60-79 the qualification is average to good with category B. If the mean score is between 80-100 the qualification is good to excellent with category A.

RESULT AND DISCUSSION

Result

1. The result of students' score in cycle 1

The findings of students' achievement in cycle 1 were as follow:

The score from 31 students in class 8A ranged from 35 to 71. The lowest score was 35 which were categorized as poor and the highest score was 71 in the category of average to good. There were 12 students who were in the category of 'poor', there were 20 students who were in the category of 'poor to average and there were 9 students who were in the category of 'average to good. The total score of the students' cycle 1 from 41 students was 2174. The computation of the students' mean score of pre-test can be seen as follows:

$$\begin{aligned}M_1 &= \frac{\sum X_1}{N} \\&= \frac{1597}{31} \\&= 52.9\end{aligned}$$

Based on the computation above, the students' mean score of pre-test was 52.9. According to the criteria, the students' mean score was poor to average.

2. The result of students' score in cycle 2

The cycle 2 was administered after the cycle 1. Its purpose was to know the students' achievement after the treatment. The result of the cycle 3 can be seen as follow:

The students' cycle 2 score ranged from 42 to 91. The lowest score was 42 which were categorized as poor and the highest score was 91 in the category of good to very good. The total score of the students' post-test was 2680. The computation of the students' mean score in the post-test was as follows:

$$\begin{aligned}M_2 &= \frac{\sum X_2}{N} \\&= \frac{2040}{31} \\&= 65.8\end{aligned}$$

Based on the computation above, the students' mean score of cycle 2 was 65.8. According to the criteria, the students' mean score was average to good.

3. The result of students' score in cycle 3

The cycle 3 was administered after the cycle 2. Its purpose was to know the students' achievement after the treatment. The result of the cycle 3 can be seen as follow:

The students' cycle 3 score ranged from 55 to 95. The lowest score was 55 which were categorized as poor and the highest score was 95 in the category of good to very good. There were 2 students who were categorized as 'poor to average, 21 students who were in the category of 'average to good' and 18 students were categorized as 'good to very good'. The total

score of the students' cycle 3 was 3197. The computation of the students' mean score in the cycle 3 was as follows:

$$\begin{aligned} M_2 &= \frac{\sum X_2}{N} \\ &= \frac{2435}{31} \\ &= 78.5 \end{aligned}$$

Based on the computation above, the students' mean score of cycle 3 was 78.5. According to the criteria, the students' mean score was good to very good.

Discussion

In this research the writer applied students' personal journal as one technique in teaching recount text. One teaching writing activity to practice students' ability in writing recount is journal writing. The journal writing used as control to guidance the students to write something based on the topic given. By using the journal writing students can have the tools to develop their ideas in writing recount text in good order. It is because the students write the ideas based on sentences they made in the journal writing

In writing the personal recount text based on the students' journal, at the first cycle and the second cycle, most of the students could not develop the ideas based on the journal they had made. And at the third cycle finally based on the more explanation given by the writer, the students understood that they could use the ideas in their journal to write personal recount text. In writing the personal recount there was also students' improvement by using the correct content of recount writing. At the third cycle the students could write the ideas in re-orientation, events and orientation appropriately. Finally in using past tense, punctuation and capitalization, based on the discussion on their mistakes on the first and second cycle, most of the students could write a good personal recount text grammatically correct and use correct punctuation and capitalization.

As the result based on the students' mark, there was significant improvement of the students' achievement. In the first cycle the students' mark was 52.9. At the second cycle the students' mark was 65.8. And at the third cycle the students' mark was 78.5. The improvement indicated that the students' personal journal was effective to improve the students' recount writing.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of the students' test result, the writer draws conclusions as follow (1) There was the improvement from the three cycles of this research. It can be shown from the students mean score in each cycle. In the first cycle the students' mean score was 52.9. At the second cycle the students' mean score was 65.8 And at the third cycle the students' mean score was 78.5. The result showed the

significant improvement of the students' mark in writing recount text by using students' personal journal. (2) The improvement was shown from the students' ability to write recount text by using correct tenses. The students also could develop ideas based on the generic structure of recount text; orientation, events and reorientation. The appropriate words to tell about their experiences were also placed and used appropriately by the students. (3) Using personal journal is an effective way to teach writing of a recount text to the students. The students became motivated and encouraged to write, paid more attention, actively involved, joyful and interested in teaching and learning process. (4) Teaching writing of a recount text can increase the students' achievement significantly

Suggestion

Referring to the results of the research, the writer provides some constructive suggestions as follows (1) The teacher should use personal journal in writing practice of recount text because it helps the students to be easier in constructing a recount text and stimulated the students' thinking, and learning so that it makes students are more interested, motivated and joyful in teaching and learning process. (2) It is expected that the teacher should repeat the recount text through personal journal for several times so that the students can understand and gain the real experiences in order to make sure the students are able to write every steps of a recount text, such as orientation, events and re-orientation. (3) The teacher should be creative to choose the appropriate topic and examples of texts as a material that is familiar and interesting for the students. (4) A discussion of their assessment is should be made in order to correct their work and share it with the whole class so that the students know their mistake. Moreover, by knowing the mistake, they can improve their writing and their grammar themselves. (5) The teacher should make sure that all of students focus on the theme and topic given so both of teacher and students are connected.

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